

LANGUAGE FOCUS AREA: INSTRUCTING

☐ 1st Phase

School:	Student:	Date:
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STAGE OF SCHOOLING	ES1 <input type="checkbox"/>	S1 <input type="checkbox"/>	S2 <input type="checkbox"/>	S3 <input type="checkbox"/>
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- ☐ Follows simple instructions or directions where the context is obvious (supported by gestures) 1.1
- ☐ Uses non-verbal behaviour to seek help. 1.2
- ☐ Identifies key words in familiar instructions. 1.3
- ☐ Watches others perform a task and copies them. 1.4
- ☐ Indicates understanding of common spoken instructions non-verbally, e.g. nods, smiles. 2.1
- ☐ Uses phrasal verbs in instructions, e.g. pick up, go to. 2.3
- ☐ Uses simple, familiar command verbs, e.g. put, cover. 2.3
- ☐ Respond to key words in a range of common spoken instructions ('Shut the door', 'Put your pens down'). 2.3
- ☐ Seeks clarification of instructions in L1 from same language peers. 2.4
- ☐ Follows a short sequence of instructions related to classroom activities. 3.1
- ☐ Gives simple directions on a familiar task. 3.1
- ☐ Asks questions that demonstrate an understanding of the task. 3.3
- ☐ Comprehends basic markers of sequence (first, next, then) 3.3
- ☐ Makes simple comments about a procedure, e.g. too fast. 3.3
- ☐ Uses commands to direct peers in classroom games and activities. 3.3
- ☐ Repeats another speaker's words in subsequent conversation. 3.4

- ☐ Understand the difference between suggestions and directives. 4.1
- ☐ Gives a short sequence of instructions related to classroom procedures, games or learning tasks (First you..., then you...) 4.1
- ☐ Responds appropriately to instructions for different classroom activities. 4.2
- ☐ Uses appropriate sequence markers (first, next, then) 4.3
- ☐ Plans what to say and how to give instructions. 4.4
- ☐ Listens for relevant information when instructions are given. 5.1
- ☐ Identifies implied sequences in oral instructions. 5.1
- ☐ Follows a complex set of oral instructions or directions related to a game or learning activity, e.g. follow a route with the use of a map. 5.1
- ☐ Identifies a number of sequence markers that indicate steps in an oral instruction 5.3
- ☐ Applies familiar procedural language to new contexts. 6.1
- ☐ Uses appropriate register for giving instructions in different situations. 6.1
- ☐ Recalls the order in which steps occur. 6.1
- ☐ Recalls key steps in instructions. 6.4